Toddler Teachers’ Use of Teaching Pyramid Practices

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Purpose
The goal of this mixed method study was to examine toddler teachers’ use of evidence-based practices described in the *Teaching Pyramid*. The study also examines the relationship between classroom quality and the use of the *Teaching Pyramid* practices.

The Article
Social-emotional development is crucial for positive outcomes and later school success. Positive behavior support, such as the *Teaching Pyramid*, focus on proactive, positive strategies to prevent and address challenging behavior. Most of the research in this area has been done with students three years of age and older. This study looked at toddler teachers’ use of *Teaching Pyramid* strategies. Four licensed toddler classrooms were observed and teachers were interviewed. Toddlers in these rooms ranged in age from 18 to 36 months. Observations and interviews revealed that teachers used many but not all of the evidence based practices across all levels of the *Teaching Pyramid*.

All four classrooms observed for this study were rated as good to excellent quality. The highest scores for *Teaching Pyramid* practices were classrooms that also had experienced and formally educated teachers. These classrooms also had smaller adult to child ratios and smaller group size.

What this Means for the Field
This study was designed to address gaps in knowledge about toddler teachers’ use of evidence based practices to support children’s social-emotional development and prevent challenging behaviors. The study calls for further research that looks more closely at training issues related to the use of *Teaching Pyramid* practices. Research is also needed to look at teacher practices that support the social development of infants and young toddlers.

Citation

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